

## MODULE OUTLINE

### (1) GENERAL INFORMATION

<b>SCHOOL</b>	Humanities	
<b>PROGRAM</b>	Language Education for Refugees and Migrants	
<b>LEVEL OF STUDY</b>	Postgraduate	
<b>MODULE CODE</b>	LRM55	<b>YEAR OF STUDY</b> 2
<b>MODULE TITLE</b>	Design and Development of Educational Material for Digital Media	
<b>INDEPENDENT LEARNING ACTIVITIES</b>	<b>LEARNING HOURS</b>	<b>CREDITS</b>
13 weeks x 21.5h / week	273-286	10 ECTS
<b>MODULE TYPE</b>	Compulsory	
<b>PREREQUISITE MODULES</b>	None	
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS</b>	English	
<b>THE MODULE IS OFFERED TO ERASMUS STUDENTS</b>	Yes	
<b>MODULE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#l55">https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#l55</a>	

## (2) LEARNING OUTCOMES

### **Learning Outcomes**

Upon successful completion of this module, students are expected to:

- discuss the role of technology in school change
- reflect upon the role of technology in migrants' and refugees' integration
- develop digital skills
- develop awareness of what it means to be literate in the 21st century
- be able to identify and critique major theories and trends in practice in the field of educational technology
- be able to design and develop technology-based media learning environments that support the learning of all students
- be able to integrate new to old media, and new to old literacies and social practices
- develop knowledge and skills to design educational scenarios concerning second language learning
- develop good practices concerning the design and use of digital media in learning environments
- apply learning theories to discuss the role of technology in creating meaningful and learning experiences for learners

### **General Competences**

- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Decision-making
- Project planning and management
- Individual/Independent work
- Working in an interdisciplinary environment
- Social, professional and ethical responsibility and sensitivity to gender issues
- Respect for diversity and multiculturalism
- Development of free, creative and inductive thinking
- Critical thinking

## (3) COURSE CONTENT

Digital media and information technologies have changed the skills and competencies necessary for full participation in the 21st century life and workplace environments. The goal of this module is to familiarize students with new emerging literacies in school and out-of-school contexts as the rapidly evolving technology and media landscape is now producing a whole new range of new media beyond print. Specifically, students will be trained to recognize the most important models of educational design and they will become aware of digital supported educational innovations. They will be trained to understand and critique technology- and media-based learning and apply those skills to teaching in official, unofficial and non-official school settings. Furthermore, students will get acquainted with learning and teaching technologies, they will search for digital educational content and they will design and develop learning objects and educational scenarios regarding second language learning and teaching.

### Key content areas

- Technology, School Change and Integration
- Emerging Web Technologies and Learning
- Instructional Design and Programming
- Online Language Teaching and Learning

#### (4) TEACHING & ASSESSMENT METHODS

<b>MODES OF DELIVERY</b>	Distance learning, including self-directed study and assessed coursework supported by THREE (3) Group Counseling Meetings (GCMs) during the academic semester on weekends.	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Use of ICT in teaching, communication with students, and activities (evaluation and optional)	
<b>COURSE DESIGN</b>	<b>Activity/Method</b>	<b>Semester workload</b>
	3 Group Counseling Meetings (x 4 hours)	12
	Obligatory evaluation activities (3 activities x 3 hours)	9
	Short essay (1 essay x 10 hours)	10
	Final essay (1 essay x 40 hours)	40
	Individual study	208.5
	Final essay presentation	30'
	<b>Total workload (hours)</b>	<b>280</b>
<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b>	<p>There is no provision for written exams at this postgraduate programme. A student is considered to have successfully completed a module when:</p> <ol style="list-style-type: none"> <li>1. Three (3) <b>evaluation activities</b> (EAs) have been completed, from the ones that accompany every study week at courses learning platform. Evaluation activities are taken into consideration for the calculation of the module's final grade, with a total weighting of 18%, i.e., every activity accounts for 6% of the final grade. Specifically, six (6) evaluation activities are offered, from which students must select and submit three (3).</li> <li>2. The <b>Short Essay</b> must be completed and submitted. The evaluation of the short essay is taken into consideration for the calculation of the module's final grade; its weight is 22%.</li> <li>3. The <b>Final Essay</b> has been completed and presented. The evaluation of the short essay is taken into consideration for the calculation of the module final grade; its weight is 60%. After being submitted, the final essay must be presented by the student a day and at a time that will be announced at courses learning platform. The presentation of the essay takes place online, is compulsory and accounts for 10% of the essay's grade (i.e., 9 marks are given for the manuscript and 1 for the presentation, i.e., maximum grade 10). A successfully completed essay should have a grade equal to, or larger than, 5 (<math>\geq 5</math>).</li> </ol> <p>The grades for education activities (i.e., evaluation activities, the short essay) are credited only when a student has received a grade equal to, or larger than, 5 (<math>\geq 5</math>) at the Final Essay.</p> <p>The final grade for every module, on a 10-grade scale, is calculated as follows:</p>	

	<p><math>Final\ module\ grade = (EA1 \times 0.06) + (EA2 \times 0.06) + (EA3 \times 0.06) + (SE \times 0.22) + (FE \times 0.6)</math></p> <p>These criteria are according to the Regulation of Studies of HOU (<a href="https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf">https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf</a>) which are uploaded at HOU's website <a href="https://www.eap.gr/education/odigos-spoudwn-eap">https://www.eap.gr/education/odigos-spoudwn-eap</a> and at the digital space (courses) of the modules</p>
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## (5) SUGGESTED BIBLIOGRAPHY

<b><i>Selected academic journals</i></b>
<ul style="list-style-type: none"> <li>• <i>Computers in Education</i></li> <li>• <i>British Journal of Educational Technology</i></li> <li>• <i>The Internet and Higher Education Learning</i></li> <li>• <i>Media and Technology Language Learning and Technology</i></li> </ul>
<b><i>Selected references</i></b>
<p>Baron, N. S. (2015). <i>Words Onscreen. The fate of reading in a digital world</i>. Oxford University Press.</p> <p>Cummings, A. (2008). Spanish teachers' beliefs and practices on computers in the classroom. <i>Hispania</i>, 91(1), 73-92.</p> <p>Monroe, B. (2004). <i>Crossing the digital divide. Race, writing, and the technology in the classroom</i>. Teachers College Press.</p> <p>Palfrey, J., &amp; Gasser, U. (2008). <i>Born digital: understanding the first generation of digital natives</i>. Basic Books.</p> <p>Seifert T., Feliks O., &amp; Kritz M. (2020). Optimal teaching and learning practices in online multiparticipant courses. <i>Journal of Educators Online</i>, 2020 17(1)</p> <p>Thomas, T., Reinders, H., &amp; Warschauer, M. (2013). <i>Contemporary Computer-Assisted Language Learning</i>. Bloomsbury Academic Press..</p>